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ABSTRACT

This booklet is intended as a resource guide for administrators, teachers, and curriculum planners. Its program is based on characteristics and goals related to 5-year-old children. General program objectives are explained, as are goals for language arts, number experiences, social studies, science, music, art, health and safety, and physical education. An informal approach through individual, group, and community activities is encouraged. Suggestions for organizing the kindergarten relate to class size, schedule, and working with parents. A plan for maintaining pupil records, materials and equipment for curriculums is recommended. Also included is a bibliography on early childhood education. (DR)

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KINDERGARTEN

CURRICULUM GUIDE

Early Childhood Education

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STATE DEPARTMENT OF PUBLIC INSTRUCTION
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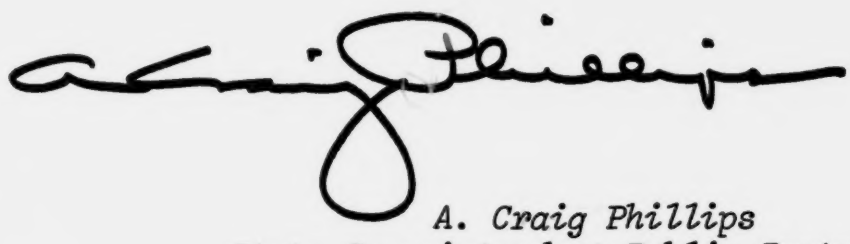
FOREWORD

As North Carolina prepares to take its first steps in providing public kindergartens, it is well to remind ourselves of the importance of experiences during early childhood. Attitudes toward people, learning, and life itself are formed early. We can make an important contribution to the future well-being of our whole society by assuring that our young children get the help they need at the very beginning of their schooling. We are issuing this booklet to provide assistance to those who will be planning programs for those beginners.

We are indebted to the several hundred persons in the public schools, private kindergartens, and institutions of higher education who have contributed ideas and suggestions for this booklet.

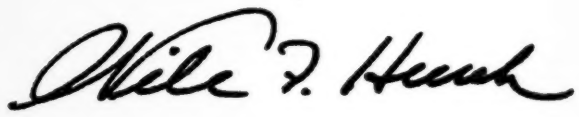


A. Craig Phillips
State Superintendent Public Instruction

PREFACE

The purpose of this publication is to describe, not prescribe, a good educational program for young children. In compiling it, we have sought the advice of a large number of persons with training and experience in the day-to-day operations of early childhood education. We value their contributions. As we gain further experience and have access to further research, we plan to revise and update the contents of this booklet. We solicit the advice and assistance of those who use it as to how it may be improved.

This booklet is intended as a resource for administrators, teachers, and curriculum planners. We hope it will be of assistance to them as they formulate plans for kindergarten programs that will take into consideration particular local opportunities and circumstances.



Nile F. Hunt
Director, Division of General Education

I. THE CHILD AND THE KINDERGARTEN

Characteristics and Goals Related to Five-Year-Old Children 3

II. PROGRAM GUIDE

General Program Objectives 7

Language Arts 8

Number Experiences 10

Social Studies 12

Science 13

Music 14

Art 16

Health and Safety 20

Physical Education 22

III. ORGANIZING THE KINDERGARTEN

Length of Day 23

Class Size 23

The Kindergarten Schedule 23

Working and Communicating with Parents 24

A Message for Parents 24

Pupil Records 26

Suggested Materials, Supplies, and Equipment 27

Facilities and Equipment 30

IV. BIBLIOGRAPHY

THE CHILD AND THE KINDERGARTEN

The first kindergarten was established by Friedrich Froebel, a German educator, in 1836. He described his experiment in early childhood education as follows:

> The purpose of the Kindergarten is to provide the necessary and natural help which . . . mothers require who have to be about their work all day, and must leave their children to themselves. The occupations pursued in the Kindergarten are the following: free play of a child by itself; free play of several children by themselves; associated play under the guidance of a teacher; gymnastic exercises; several sorts of handiwork suited to little children; going for walks; learning music, both instrumental and vocal; learning the repetition of poetry; story-telling; looking at really good pictures; aiding in domestic occupations; gardening.
>
> Elbert Hubbard, Little Journeys to the Homes of Great Teachers, Vol. X, p. 246.

Since Froebel's time, professional educators have done much research into the psychology of learning, the physical and mental development of children, and the types of activities and programs best suited to their proper growth. New descriptions of kindergartens have been written, though none so easily understood. New analyses of purpose and program have been written, though none so simple and direct.

Today the content of a kindergarten program remains essentially what it was in Froebel's day - a "garden" where children may grow naturally and may develop their own distinctive personalities and talents in a child's world.

Kindergartens serve to extend the program of education in the most needed fashion, and at the same time they provide young children with the kind of background that will make all formal education more effective. The early childhood years are the most crucial for learning. Research studies indicate these are the most impressionable years. The molding of character, intellectual curiosity, and behavior during these years has profound effects on the development of the individual.

The environment of the early years has lasting effects upon the individual's intelligence, personality, and physical and mental well-being.

One investigator of the relationship between early environment and intelligence is Dr. Benjamin S. Bloom, of the University of Chicago. As a result of a series of experiments conducted over several years at the Center for the Advanced Study of the Behavioral Sciences, Dr. Bloom has concluded:

> Both the correlational data and the absolute scale of intelligence development make it clear that intelligence is a developing function and that the stability of measured intelligence increases with age. Both types of data suggest that in terms of intelligence measured at age 17, about 50% of the development takes place between conception and age 4, about 30% between ages 4 and 8, and about 20% between ages 8 and 17.
>
> . . . a conservative estimate of the effect of extreme environments on intelligence is about 20 I.Q. points. This could mean the difference between a life in an institution for the feeble minded or a productive life in society. It could mean the difference between a professional career and an occupation which is at the semi-skilled or unskilled level. A society which places great emphasis on verbal learning and rational problem solving and which greatly needs highly skilled and well-trained individuals to carry on political-social-economic functions in an increasingly complex world cannot ignore the enormous consequences of deprivation as it affects the development of general intelligence.
>
> Benjamin S. Bloom, Stability and Change in Human Characteristics, pp. 88 and 89

Some of the more significant environmental factors which affect intelligence are language experiences, opportunities for contact with the world and with books and other media, opportunities to solve problems, and interaction between children and adults.

The concept of education today is not limited to the beginning of formal education at age six. The values of kindergarten, which were first conceived of as situations where children could develop their full potentialities free from the confines of school curriculum, have now become exceptionally important. Research indicates that four- and five-year-old children profit socially, intellectually, and emotionally by group experiences in nursery schools and kindergartens. Language development is aided; creative thinking is stimulated; such traits as resourcefulness and initiative are encouraged; skills of self-discipline and group participation are fostered.

In a comprehensive review of the research evidence of over 20 years concerning the relationship of the early environment to personality development,

Dr. Leon Saul and Dr. Solveig Wenar conclude that:

> The emotional pattern is basically shaped during the first six years of childhood. Whether the child grows up to be dependent or self-sufficient, passive or aggressive, tense or composed, inhibited or communicative is, in large measure, determined by his experiences during early childhood.
>
> Leon Saul and Solveig Wenar, "Early Influences on Development and Disorder of Personality," pp. 327-389.

In addition to the emotional pattern, Dora V. Smith observes that:

> it is out of the materials of experience that the child evolves meaning and concepts, attaching to them verbal symbols. From them he creates those mental constructs necessary to understanding the world about him.
>
> Dora V. Smith, Selected Essays, p. 17.

CHARACTERISTICS AND GOALS RELATED TO FIVE-YEAR-OLD CHILDREN

Early Childhood Education is effective when it takes into account and provides adequately for the unique educational needs of young children. Specifically, these needs center upon the mental, emotional, physical, and social characteristics of young children.

Physical Characteristics

Physically, the kindergarten child:

- is quiet for only short periods of time
- needs frequent change in activity
- enjoys games with much movement but fatigues easily
- is at the age of marked susceptibility to communicable childhood diseases
- has good motor control, though generally small muscle control is less developed than large muscle control
- has usually developed hand, eye, and foot preference

Goals for Physical Development

An environment conducive to the physical development and well-being of kindergarten children provides opportunities for the child to:

- find acceptable outlets for tension and emotions
- develop muscular control, coordination, and grace
- enjoy being a participant in physical activities

- develop a sense of rhythm
- learn to care for his body and to value physical health
- learn and practice rules of safety

Social Characteristics

Socially, the kindergarten child:

- functions more effectively in small groups than in large groups
- needs attention and approval
- is eager to assume definite responsibility on his level of maturity
- is self-centered
- enjoys talking
- seeks companionship of other children, responds to group acceptance
- needs adult direction in learning to share materials and taking turns

Goals for Social Development

A kindergarten room in which democratic living is practiced will help the child to:

- understand his home and community
- learn from the group
- respect rules and understand the processes of ordered social relationships
- share and take turns
- practice politeness, thoughtfulness, and orderliness
- solve his own problems
- respect the rights and property of others
- achieve an understanding of the fact that people are alike, as well as different

Mental Characteristics

The learning capacities of kindergarten children at mid-year range from below four years to approximately eight years. Generally, they:

- are active, eager, interested, and curious
- are eager to learn, but most are not ready for formal abstract learning
- are interested in stories and books
- often confuse fantasy and reality
- learn by experience - observing, questioning, imitating, examining, doing, exploring, and investigating
- gain understandings of relationships through dramatic play, music, art, movement, and construction
- tell fairly long stories rather well
- like to draw objects and explain them in detail
- demonstrate increasing skill in thinking things through
- solve simple problems

Goals for Mental Development

An environment that contributes to the mental growth and development will assist the kindergarten child to:

- expand his perception of the world
- express himself orally
- develop listening skills appropriate for differing activities
- express his ideas clearly
- express himself through dramatic play
- increase his vocabulary
- enjoy books and poetry
- learn many songs, poems, and stories
- follow instructions
- increase his ability to plan and evaluate
- develop perceptual discrimination, reasoning, and memory

Emotional Characteristics

Emotionally, the kindergarten child:

- needs a sense of belonging
- responds to praise, affection, encouragement, and consistent direction
- searches for trust, fairness, and definite standards
- gains a feeling of security from routine
- needs to live in a reasonably predictable classroom situation
- needs reasonable freedom

Goals For Emotional Development

The kindergarten climate should provide a happy, realistic, interesting, and friendly environment for the child. Efforts are made to:

- help him accept guidance and authority
- help him learn to live away from home and family
- help him develop a sense of humor
- help him discover and use socially acceptable behavior patterns
- give him the opportunity to experience the joy and relaxation deriving from self-expression and physical activity
- help him develop a positive self-image

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PROGRAM GUIDE

The success of any kindergarten program is dependent upon good planning and scheduling. While plans may change and unexpected opportunities for learning may be seized as the day progresses, the teacher's careful planning will contribute to optimum learning by her group.

Children should be encouraged to explore, to experiment, to smell, to feel, to hear, to see, and to experience, rather than spending much time passively sitting at tables and following directions. A dynamic, stimulating classroom environment is not consistent with placing children in fixed rows, lines, or circles; they should be encouraged to be actively involved. Each child should be busy doing something that is interesting and meaningful to him. Several children could be painting; others could be cutting, building, working puzzles, playing with blocks, dramatizing, keeping house, cooking, finger-painting, working with clay, looking at books, or listening and drawing. Busy-work and workbooks are not necessary in a group program. Instead of tracing and cutting designs for decoration or display, it is better for each child to paint a different picture or make a different object according to his desires and feeling.

Since children are extremely interested in the world about them, a good program includes many trips around the school and into the community. Opportunity should be provided often for informative materials to be read aloud or shared with the group. This material may involve boats, farms, tractors, trains, animals, plants, space travel, and other similar things of interest in the environment. There also should be many opportunities for planning, discussing and sharing. In this way, the child will grow in understanding and appreciation of his environment and the people who live in it. Moreover, these opportunities provide motivation for children to develop language ability.

Through contacts with the other children, teachers, parents, and members of the school staff, the children have many opportunities to grow socially. In this way they develop responsibility and thoughtful and courteous behavior toward others.

There should be time every day for children to come together in a group. At this time there might be showing, telling, listening, explaining, questioning, planning, singing, dancing, and many other activities. There should

be many experiences in the school day which encourage the children to question, to think, to decide and to solve problems. Through such experiences, the opportunity may arise for working in a natural informal way with reading, writing and numbers.

The informal approach within a structured program is much better than a rigid schedule. The emerging interests of a child may be noted as the teacher works with him or observes his "free play." These interests can be used to advantage in planning activities through which intellectual curiosity is nurtured and encouraged.

The best assurance of a good beginning in education and a favorable attitude toward learning is a happy, successful year in which the five-year-old is permitted and encouraged to grow and develop continuously in his own way, and at his own rate. When the physical and emotional needs of a child are disregarded in a kindergarten program, the benefits to the pupil are greatly reduced; and, in some instances, damage can be done which makes adjustment in later years difficult. The program for this age group should not be planned in terms of a <u>prereading group</u> or a <u>sub-first grade</u>, nor should the spontaneous "learning to read" interests and efforts of any child be discouraged.

GENERAL PROGRAM OBJECTIVES

To provide many opportunities for social development and adjustment to group living

To promote development of good health habits

To instill habits, appreciations, and attitudes which serve as standards of conduct in work and play and as guides to worthwhile use of time and materials in and out of school

To provide opportunities for self expression through language, music, art, and play experiences

To provide situations in which the child can succeed, and through success build confidence in his own ability and worth

To develop an atmosphere in which creativity is stimulated

To develop a feeling of adequacy through emphasis on independence and good work habits

To lay foundations for subject matter learning and intellectual growth

LANGUAGE ARTS

A stimulating environment is essential to language development. Children would not learn to talk if there were not people with whom they might talk, experiences which they might share, and objects and events about which they were curious. Interesting things to look at and to examine, interesting things to do and to make, create in children a spontaneous desire to talk. Some kinds of equipment are more conducive to verbal expression than others: interaction among children is stimulated through the use of blocks, toy people, cars and trains, materials for construction, dramatic play, sand and water play, the doll house, the toy telephone, the dress-up articles in the costume chest. Participating in art activities, books, or riding wheel toys are types of activities which may be carried on quietly. It is the teacher's responsibility to observe children and to encourage the nonverbal ones to enter into activities which stimulate speech.

Specific Language Arts Objectives

- To develop effective speech habits and skills and to promote their use freely and effectively in group activities
- To expand each individual's vocabulary with meaningful words and phrases
- To develop good listening habits
- To appreciate various forms of literature, stories, poems, humorous stories and riddles
- To develop and stimulate some awareness of details in conversation and storytelling

Language Arts Activities

A. Language Development

- Listen to and recite stories, nursery rhymes, and poems
- Engage in activities, including songs and rhymes, which establish the meaning of words
- Use communication media and equipment (toy telephone, puppets, tape recorders)
- Plan excursions and other activities with children and encourage the discussion and informal evaluation of each
- Make use of flannel board when telling stories
- Record original stories, poems and songs dictated by children
- Assist children in interpreting emotion in stories, characters, and plays as a means of developing perception
- Provide situations in which children learn to plan and make decisions

B. Auditory Discrimination

- Provide opportunities for informal conversation

- Listen to rhyming words
- Listen to directions of teacher and peers
- Listen to sounds on playground, on busy street, on nature walk
- Listen to selected radio and TV programs
- Learn to hear and compare sounds
- Play records and listen for individual sounds and directions
- Listen to sounds with eyes closed and try to determine their source

C. Visual Discrimination

- Recognizing all kinds of sizes, shapes, colors, the names of classmates in print and labels in the room
- Seeing likenesses - differences; sorting and matching

D. Appreciation of Literature

- Develop a feeling for the words and rhythm in poetry and rhymes
- Encourage use of a variety of books
- Arrange for a daily story time using books, records, and pictures
- Demonstrate the care and use of all kinds of books

E. Speech and Dramatization

- Use freely nursery rhymes, fairy tales, songs, and finger play
- Have children make up their own stories and relate them to classmates
- Encourage participation from every child in share-and-tell activities
- Encourage full sentence responses from each child
- Dramatize stories, songs, and poems
- Use puppets to develop imaginative and expressive speech
- Encourage free play as an avenue in helping children speak easily and informally

NUMBER EXPERIENCES

Kindergarten children like to know "how many" and enjoy counting. They want to know what time it is and what day it is; they are interested in how tall they are and how much they weigh. They are curious about shapes and sizes of objects around them, and they want to know the values of various pieces of money.

Number readiness should be developed in connection with other appropriate activities of the total kindergarten program. Many classroom and play activities will provide opportunity for the development of an expanded and useful vocabulary, clear concepts of simple units of measure, the ability to use numbers intelligently, and an appreciation of some of the ways in which numbers help us in daily living. In kindergarten, number work should not exist as an abstract, separate subject. In this connection it might be worthwhile to add a word of caution about over-use of the vocabulary associated with modern mathematics.

Specific Mathematics Objectives

- To develop elementary spatial relationships such as far and near
- To develop concepts of measurements such as big, little, more, less, oldest, greater, etc.
- To develop the ability to understand and use number vocabulary with meaning - number, order, relation of number to set idea
- To develop an understanding or concept of a set
- To develop recognition of and some understanding of the relative value of various pieces of money
- To discuss shapes such as squares and circles, and to compare sizes of simple geometric shapes
- To make a start on the concepts of addition and subtraction
- To develop the ability to apply the concept of number to simple practical situations

Mathematics Activities

A. Spatial Relationships

- Help children determine which of two objects is farther away
- Help children determine top and bottom of various objects such as desk, chair, chalk board, etc.
- Use physical make-up of classroom in helping children determine whether an object is up or down in relation to the child's position

B. Measurement

- Develop concepts of big, little, medium, large, small, less than, more than, heavier than, lighter than, by comparing individuals or groups of students or objects in their environment

- Introduce other measuring devices such as the clock, calendar and thermometer; demonstrate use of such devices
- Afford opportunities through the use of games and other activities for developing familiarity with various coins and some understanding of their relative value
- Develop concept of fractional parts through simple experiences (half apple, half gallon, etc.)

C. Number - Numeral Relationships

- Develop concept of difference between number and numeral
- Use concrete materials to introduce idea of sets. Have students make and name sets of objects and join and separate these sets (when children manipulate sets in connection with the idea of a number, the objects in a given set should have a common property which children can easily recognize. It might be a set of blocks, a set of children, a set of toys, or napkins, or chairs; but in any event, the nature of the objects should be such that it is natural for children to associate them in some way)

D. Geometry

- Name figures such as squares, circles, and triangles when referring to them in pictures, on felt boards, or whenever encountered
- Have children collect objects of a particular shape and point out various shapes in the classroom
- Have children put together puzzles of various shapes and sizes
- Give children opportunity to use shapes in art activities

SOCIAL STUDIES

The kindergarten classroom is the laboratory in which the social studies program is carried on, and the social living that goes on there provides much of the raw material out of which the program grows. Since children's interests and needs vary from individual to individual, group to group, and community to community, the teacher is obligated to develop a social-living rather than a subject-centered curriculum.

The emphasis at this level should be to increase the child's understanding and appreciation of the world in which he lives. By starting with his natural interest in and curiosity about people, animals, and objects around him, a teacher's awareness and guidance can lead the kindergarten child to greater areas of exploration.

In all school experiences, a child needs to be taught the responsibilities as well as the privileges of the democratic way of life. He should learn that there are times when he must cooperate with others, but he must also be given many opportunities for working independently and creatively. This particular concept is developed primarily through day-to-day living, but is greatly enriched through communicative opportunities and skills.

Specific Social Studies Objectives

- To help each child develop a positive self-image
- To learn to appreciate and respect the worth and dignity of each person, his rights and property
- To assist children in adjusting to school and neighborhood life
- To develop good relationships between members of the family and the school group
- To understand and appreciate the community and its workers
- To develop desirable attitudes toward country and world
- To expand the world in which the child lives and help him adjust to constant change

Social Studies Activities

- Meet all school personnel
- Tour the school building and grounds
- Understand and respect the role of each family member
- Dramatize the role of family members
- Visit public buildings such as police station, post office, and hospital
- Invite community workers to meet with kindergarten children for the purpose of discussing their jobs
- Observe special days such as their own birthdays, Columbus Day, Washington's birthday, and many others
- Practice correct use of telephone
- Learn games, songs, and dances of the world
- Learn to use simple maps and globes
- Learn respect and value for school rules and regulations; community, State, and National laws
- Become acquainted with ways of communication and transportation

SCIENCE

Because the kindergarten child is eager to learn, has many questions, and enjoys finding answers for himself, nature science studies afford an excellent opportunity for the teacher to help the child further develop an inquiring mind and the habit of observation. The development of these traits is likewise a part of reading and number readiness, and should be correlated with those areas of work. A child's understanding of science and nature is an integral part of all readiness.

The kindergarten child learns about his world by looking at it, smelling it, listening to it, tasting it, wondering about it, and experimenting with it.

The kindergarten teacher must be alert to the many opportunities in daily living to help each child appreciate the interrelationship of scientific facts and his own life.

Specific Science Objectives

- To encourage a questioning attitude - what? why? and how?
- To develop an understanding of size - seasons - plants - animals - minerals - soil - weather and space

Science Activities

- Take field trips to gather appropriate flora and fauna
- Observe and discuss the seasons and the changes that accompany them
- Observe and discuss animal and plant changes that occur as the seasons change
- Care for pets at the kindergarten - fish, turtles, mice, etc.
- Plant seeds, such as sunflower, bean, sweetpea, tomato, pumpkin, and allow children to care for these plants
- Observe and discuss stars, moon, rain, fog, dew, rainbow, thunder, lightning, snow, ice, and fire
- Observe and discuss plants and animals that live on land and those that live in the water
- Observe and discuss soil, rocks, and minerals
- Observe and taste foods and discuss their sources
- Observe and discuss natural phenomena such as heat and light
- Discuss magnets and experiment with them
- Develop a good science vocabulary
- Use pictures, symbols, and discussion to illustrate the relationship of the earth to other planets
- Provide opportunities for the development of critical thinking
- Encourage children to recognize differences and to gain understandings through the use of all the senses

MUSIC

The kindergarten musical program includes singing, rhythmic playing, and listening experiences. It is closely allied to all activities: celebration of special days; play period activities; routine activities, such as cleaning up the room and getting wraps. Though many children will enter into such activities spontaneously, it will be necessary to plan the time allotted for them. Singing and rhythmic movements are a part of each day's creative activities. Enjoyable listening experiences are considered a major part of the total program and should be engaged in as often as possible. The amount of time devoted to each is flexible; however, daily experiences are desirable.

Songs used in the kindergarten should be of good musical quality and within the child's range of interest and ability. During the singing period, informal grouping is employed with children sitting on chairs or on the floor near the teacher or near the musical instrument. Children who need help in learning to sing in tune should sit near the teacher, if it can be done without calling special attention to their difficulty.

It is desirable for all children, regardless of ability, to take part in all musical activities conducted in order that a feeling of security and confidence may be developed. Though the teacher should encourage the development of the sense of rhythm and pitch, emphasis should never be on the technique. More learning occurs when children enjoy their musical experiences.

Children are encouraged to experiment freely with rhythm band instruments in order to know what sound effects can be produced. They enjoy adding instrumental accompaniment to any of the songs they sing, to stories and poems they hear, to sounds they observe around them, and to colors they see.

Rhythmic activities are excellent for enticing shy children into class participation. In kindergarten, the introduction of rhythmic activities can be spontaneous and creative. These activities constitute fun time - things that are done for the simple joy of doing them.

Singing, listening, rhythmic activities, dramatizing - each is a learning process and adds positivity to the child's sense of "well-being."

Specific Music Objectives

- To stimulate the child's initiative and creativity
- To provide learning opportunities through which body coordination is developed
- To help the child appreciate and enjoy good music that is appropriate for him
- To help the child explore various rhythms
- To help the child learn musical contrast

. To provide opportunities for individual self expression

Music Activities

A. Singing and Listening Activities

. Singing spontaneously and in organized groups
. Substituting words or lines in a song
. Composing songs to accompany activities
. Listening to themselves to know how to produce clear tones
. Playing tonal games to learn to match pitch
. Listening to stories and looking at pictures which stimulate interest in songs
. Listening to recordings of many different voices and instruments

B. Rhythmic Activities

. Rhythmic movements of children in conjunction with rhythm instruments, chords, records, or the speaking and singing voice
. Adding rhythmic or dramatic action to a song or poem
. Moving to imitate animals or objects
. Acting out stories to musical accompaniment
. Choosing instruments which produce a desired effect in the rhythm band
. Listening to and interpreting selections played on an instrument or recording device
. Making rhythm instruments
. Moving freely and naturally for joy

ART

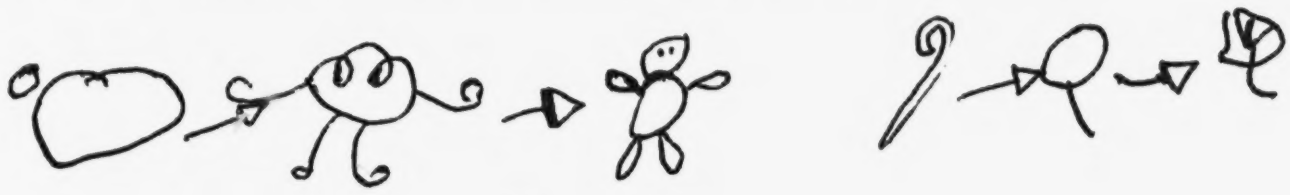
Kindergarten children need a pleasant, informal, homelike atmosphere in which they feel free to think, create, and explore their own ideas in their own way. Therefore, the use of patterns, coloring books, mimeographed, ditto, or traced pictures and designs tends to impose adult standards and results in stereotyped work, which is not desirable. Neither should kindergarten children be handed a piece of paper and told to "draw something." They must be motivated to have something to say - something they want to express in drawings. Emphasis on motivation will assist kindergarten children in identifying themselves with experiences and visual expression.

Kindergarten children need guidance in the use and care of materials and equipment, but they should not be shown how to draw and paint. They should be encouraged to be resourceful, self-reliant, and individual in their art expression. The art of preschool children will usually take the form of scribbles. They are concerned with exploration of materials and with interpretation of their own art forms. They should not be expected to draw or paint recognizable objects, and whatever explanation is given concerning their efforts should be accepted without criticism of the art form. These scribbles or smears are significant as a developmental stage in visual acuity and physical dexterity.

Children progress through stages of artistic development. Their earliest scribbles are random and uncontrolled -

They then develop muscle coordination that permits a more controlled vertical scribble -

Often these scribbles are responses to excitement about the material only, but the child may see these as objects - i.e. cat, dog, bird, flower, or any one of a number of other objects. The child's earliest attempts at drawing people or animals are likely to seem highly uncoordinated; so is his visual perception. Teachers should not demand that it be otherwise -



Kindergarten children need to experience a variety of interesting activities which are not too time-consuming or too difficult. Time should be allowed for completion of the work; they should not be rushed. Projects should be completed, however, or the children will develop the habit of going from one unfinished job to another. Time to repeat experiences in order to increase proficiency with media and equipment is necessary. Kindergarten children also need time to experiment and make discoveries in the area of art.

Time for sharing is a part of the art program. The children need to be encouraged to talk about their work. If the teacher listens to the child's ideas about his experiences and about his art as the child works, she will not be tempted to say "What is it?" Instead, she will know and understand. Each child needs to experience a sense of achievement in all of his art activities.

Since all art is personal and individual, kindergarten children need many experiences with materials they can feel, handle, manipulate, and explore. Satisfaction may come from merely experimenting with materials.

In these expressions, the value to the child is not in the finished product which he has made, but what has happened to him in the process of making it. The mental activity which was required, the emotional release which was gained, the enjoyment of manipulation, the delight in color (if he is working in color), the feeling of satisfaction at being able to make something; all of these are important in the growth and well-being of a child.

Specific Art Objectives

- To provide art activities that promote creative expression
- To promote art activities that are fun for children
- To develop some understanding of how to handle art materials such as large crayons, paints, clay, and large brushes with large paper (12"x18" minimum)
- To develop some understanding of the use and care of art materials and tools
- To foster an awareness of and appreciation for good art and beauty in the environment
- To develop a sense of color, texture, form, and space relationships

Art Activities

A. Learning about Colors

- Include experiences which relate the names of colors to the colors observed
- Distinguish between light and dark values of the same and different colors, such as light blue and dark blue, or yellow as a light color and violet as a darker color
- Present opportunities to use dark colors against light colors for contrast
- Experiment with mixing colors
- Use crayons or chalk for producing brilliant colors; clear, sharp lines and broad, wide strokes

- Allow individual freedom to choose colors not necessarily related to objects involved

B. Manipulating, Designing, and Creating

- Manipulate clay or other plastic materials to form three-dimensional shapes
- Construct forms with building blocks and boxes
- Construct three-dimensional forms with rigid materials such as wood or cardboard
- Afford experiences in manipulating and experimenting with paint, chalk, colored paper, finger paint, paste, brushes, and scissors
- Cut and tear paper to make pictures, forms, and designs
- Design invitations, cards, costumes, and the like
- Make masks from paper bags, boxes and sheets of paper
- Make toys from cloth: bean bags, puppets, and stuffed animals
- Provide the opportunity to use left-over and discarded materials for creating objects or designs
- Use collage materials for designs and picture-making activities

C. Correlating Art with Language and Other Interests

- Share ideas as children sit together and talk about their art
- Learn to discuss and say something constructive about another child's picture or design
- Express likes and dislikes about art to teacher and classmates
- Use daily events at home and at school as motivational experiences for young children in art
- Help arrange flowers or other objects for the room
- Rearrange furniture or other room equipment

D. Experimenting with Paint

- Paint with the point, edge, and flat surface of a brush to discover what can be achieved
- Develop free expression through finger painting
- Overlap and blend colors with chalk or paint on colored paper background
- Discover what paint will do when it drips, flows, or is mixed
- Provide opportunity to develop rhythmic movement on paper with free brush experiences
- Draw and paint experience stories of trips, listening to music, poems, or make-believe

E. Developing Appreciation

- Exhibit and display children's work in the classroom, in other kindergarten rooms, in the halls, or in the community
- Examine the works of other children through exhibits from other rooms or schools
- Share and display that which is beautiful - leaves, flowers, stones, pictures, hats, clothes

- Find opportunities to look at the texture of leaves, rocks, plants, trees, leather, cloth, etc., with and without the magnifying glass

- Provide opportunities to develop sensitivity and awareness through seeing beauty found in pictures, specific objects, and nature

HEALTH AND SAFETY

Actual experiences afford the best learning about health and safety. Situations are constantly arising in the classroom and on the playground through which children can be helped to become aware of good health and safety habits. The teacher must constantly strive for good home-school relationships which encourage parental cooperation and understanding in promoting sound health concepts and the development of good health habits.

The kindergarten teacher should realize that she is not trained to provide special health treatment; she should cooperate with suggestions offered by treatment centers in cases involving physical handicaps or emotional disturbances. However, the teacher should make periodic observations and referrals. She should be alert at all times to the health of the children and the health and safety conditions in the building as well as on the playground. Proper temperature, lighting, and ventilation are essential as is the proper use of all kindergarten facilities and materials.

At times during the year an effective program will include appointments with the nurse and other special workers. In this way the teacher gains additional information about the child's physical and mental development. The teacher needs this information, along with the help of the parent, for a better understanding of the child. It is on this understanding that she constantly adjusts the program to fit the needs of each individual.

Specific Health and Safety Objectives

- To build safe work and play habits with proper supervision
- To avoid spreading communicable diseases - to appreciate a healthy body
- To learn to eat a variety of foods which are good for the growth of the young body
- To develop an awareness and appreciation of those people who help us in the area of health and safety

Health and Safety Activities

- Arranging for individual physical examinations
- Screening and daily observation by the teacher
- Arranging visits from the school nurse, doctor, dentist, cafeteria manager
- Washing hands before eating and after toileting
- Exploring proper sleep, rest and activity habits
- Exploring proper eating habits
- Discussing the care of personal belongings
- Caring for teeth, hair, and body
- Using restrooms properly
- Learning road and street signs
- Learning about traffic lights
- Learning the safest route home
- Learning to play safely on playgrounds
- Learning the proper use of scissors and other supplies in classroom

- Practicing good posture - sitting, standing, and walking
- Taking advantage of opportunities to grow in understanding new life
- Discussing the benefits of individually prescribed medicine
- Discussing the dangers of taking medicines or other liquids or substances without parents' approval

PHYSICAL EDUCATION

Because a five-year-old child cannot sit still for long periods of time and learns best through many kinds of play, provisions for several short activity breaks should be planned daily. Large muscle activities are appropriate and add to the child's physical development. Since his muscles need to develop downward - arm muscle before finger muscle - precise movements that require use of small muscles tend to create strain. In addition to fostering the muscular development and body coordination, the emotional, social, and intellectual values of active play should not be overlooked. Activities should be planned so as to eliminate long waiting for turns. The playground is an extension of the classroom and requires the same adult guidance.

A large part of the physical education program should be devoted to rhythms. Several periods weekly should be planned and should include not only the singing games but the fundamental movements such as walking, running, skipping to music or rhythmic instruments such as drum and sticks. Children of this age like to dramatize and imitate. This kind of play is that of pretending or "make believe."

Boys and girls need to be outdoors some time every day if the weather permits. Much of the play needs to be spontaneous with very few rules. All games played should be enjoyable and relaxing for the children.

Specific Physical Education Objectives

- To provide a program to develop and maintain physical fitness
- To provide opportunities for free play in a challenging way
- To develop good social habits and attitudes during play
- To learn the appropriate skills for this age group
- To learn activities that can be enjoyed during hours away from school

Physical Education Activities

- Plan periods for boisterous outdoor play whenever possible and also provide large indoor areas for less strenuous play
- Plan for motor games - throwing, bouncing, catching
- Provide imitative games such as "Did you ever see a lassie" -"Looby-Loo"
- Provide competitive games - block relays, musical chairs, tag and duck games
- Provide many dramatic game opportunities
- Develop running, jumping, throwing, catching, kicking, stunt and testing skills, rhythmic skills
- Provide opportunities for children to explore many types of movement with and without equipment

ORGANIZING THE KINDERGARTEN

Kindergarten programs need to be thoroughly planned and carefully organized. While there is no one plan that will meet the needs of all children and communities, there is a need for routine procedures to provide a sense of security for the children. Flexibility should be a deliberate part of the organization. A sufficient degree of flexibility will enable the day-to-day operations to be altered to allow for special needs, circumstances, and interests.

LENGTH OF DAY

No definite recommendation can be made concerning the length of the school day. Much depends on the needs of the individual child, the experience of the teacher, and the available facilities. Scheduling is necessary if the class is to fit into a pattern of a larger school. It is generally agreed that a three-hour day is preferred. However, depending upon transportation availability, the kindergarten program can be adjusted to a full school day, provided rest and a variety of activities prevail.

CLASS SIZE

It is recommended that a pupil-teacher ratio be established that will enable the teacher to work with each child as an individual at times during the day. A group of 15 to 20 with one teacher, or 20 to 25 if an aide is employed, has been found to be satisfactory. It is always preferable to have two adults present with any group of young children. The level of social and cultural development of the children may warrant some variability in class size.

THE KINDERGARTEN SCHEDULE

A kindergarten time schedule is merely suggestive of what may be expected to be happening at any particular time of the day. Most kindergarten programs vary a great deal, but should include periods for free play (that time when each child is allowed to choose his own activities from a variety of interest centers), outdoor play, and refreshments and rest. Here again, the alternation of quiet and active, indoor and outdoor, is important.

At the beginning of the year it is necessary to start with some kind of framework when planning what the program will include. At first it is advisable to use a skeleton program until many questions have been resolved - such as the

time for outdoor play, the nature of the group, the general interest span of the children. On the other hand, the schedule should not be so flexible that the children feel a lack of routine and daily repetition. Later it will be easier to firm up a schedule that will allow for change and alteration based on the needs of the group.

As the attention span of the five-year-old is short, periods must be short, between 15 and 20 minutes (except for the period of free play which may run from 45 minutes to one hour), longer if a project is under way. Though routine is vital to a preschool child, any schedule and any teacher must be flexible, allowing for the dynamics of the children's play, and enthusiasm for a particular activity.

A transition toward a more structured environment can be achieved through the natural activities of the school day. Children should be encouraged to gradually accept responsibility for caring for their possessions and personal needs, such as using the toilet, putting away the materials that they have used, and making the room a clean and attractive place in which to live. If directions are given clearly and the atmosphere is free from strain and tension, the children willingly assume much responsibility for themselves as well as for the group.

WORKING AND COMMUNICATING WITH PARENTS

The peak of parental interest in the progress of their children in school is usually during the early childhood years. Such interest is a natural beginning point for establishing an effective, cooperative home-school relationship.

Ways of working with parents are through home visits, school visits, telephone conversations, casual visits, planned conferences, study groups, planned parent meetings, parent advisory councils, newsletters, parents serving as volunteer helpers, and providing a special room for parents where they may look over materials and hold meetings.

A MESSAGE FOR PARENTS

You Can Help Your Child by

- Visiting the school with him before he enters kindergarten
- Taking part in school activities, such as Parent-Teacher Association, parent-education classes, parent clubs, class trips, and parties
- Showing an interest in his work and encouraging him in his efforts
- Helping him to form the habit of regular attendance
- Seeing that he gets to school on time
- Sending a written note when he needs special attention
- Giving him simple tasks to do at home
- Taking him on trips and talking with him about them

- Reading and telling stories to him
- Carefully selecting his radio and television programs

You Can Help Your Child by Providing

- Regular physical checkups
- Adequate rest and sleep
- Nourishing, well-balanced meals
- Help in forming a regular toilet habit
- Comfortable clothing that he can manage by himself
- Name tags on his wraps and other belongings
- Help in learning the best route to and from school
- Help in learning his full name, address, and telephone number

PUPIL RECORDS

Maintaining records for individual children is an important task for the kindergarten teacher. These records need not be voluminous. Adequate basic information concerning the child, maintained in simplified form, is all that is necessary.

Include in the child's folder:

A. Information sheet -- Full name
Birthday
Address and telephone number
Father's and mother's names
Parents' place of employment
Information concerning brothers and sisters
Whom to call in an emergency

B. Health forms and the name of the child's doctor

C. Blanket permission slip for all field trips; however, parents should be notified of the time and place of each trip

D. Any preschool test scores your school might require

E. Anecdotal records - the teacher may write as much as she finds necessary at the time. However, before sending the folder on to the next teacher, she should revise and evaluate these, making them as objective as possible.

F. Evaluation sheet - teacher's own observations of the child's progress in the areas of intellectual, social, emotional, and physical development. This should be the beginning of the child's first permanent school record.

Writing objective records requires skill and an open mind; the teacher must record the facts, keeping the observation and its interpretation separate. She must be able to stop, to look, and to listen in order to note what is happening. Anecdotal records and brief behavior descriptions should be expanded at the end of the day to insure completeness. Use of three-by-five inch cards, dated and filed alphabetically for each child, is a convenient way to record information.

Anecdotal records may include observations of:

- Relationships with others
- Display of attitudes
- Work habits
- Special interests
- Emotional behavior
- Motor skills
- Language development
- Evidence of special health problems

SUGGESTED MATERIALS, SUPPLIES, AND EQUIPMENT

Language Arts and Dramatic Play

- Blocks
- Books and pictures
- Bendable dolls (washable)
- Dress-up clothes
- Dress-up mirror - unbreakable - 12x48 inches
- Miniature household furnishings, including equipment for cooking, dishwashing, refrigerating, cleaning, and laundering
- Puppets
- Sequence boards (five pieces, notched, tell a nursery rhyme story when joined)
- Table puppet stage - wood frame with backdrop
- Wardrobes for doll family
- Telephones
- Flannel board

Mathematics and Science

- Aquarium and terrarium
- Balls of varying sizes
- Batteries
- Bug cages
- Calendars, mirror, sandpaper, collection of all types of stones, shells
- Clocks (large)
- Compass
- Counting frame
- Divided puzzles
- Felt pieces
- Flashlight
- Flower pots, soil, seeds, plants
- Magnets (horseshoe and bar)
- Magnifying glass
- Magnetic board and accompanying form
- Parquetry set (geometric shapes)
- Pegboards
- Pint, half-pint, and quart measures, foot ruler, yardstick
- Postal box (geometric objects)
- Scanoscope (lenses which create designs out of the contents of the room)
- Simple set of tools for constructing
- Small plastic bricks
- Tactile board or box
- Thermometers - large (outdoor and indoor)
- Various containers
- Cash register
- Giant wooden domino set - hardwood, grooved dots
- Graded circles, squares and triangles

Music, Art, and Social Studies

- Blocks (outdoor)

- Blunt scissors and scotch tape, masking tape, stapler, hole puncher
- Community workers - bendable
- Construction paper - assorted colors and sizes
- Crayons - primary and regular sizes
- Easels
- Farm animals - bendable
- Finger paint and paper
- Floor blocks with accessory toys, such as family figures and zoo animals, transportation toys
- Hats for astronauts, firemen, postmen, and others
- Maps and globes
- Moist modeling clay
- Newsprint - small and large (12"x18" and 18"x24")
- Paints (an assortment)
- Paint brushes - three-quarter-inch to one-inch
- Piano and/or other musical instrument that teacher can use such as autoharp, recorder
- Record player and records
- Rhythm band sets - bells, drums, sticks, etc.
- Scraps of materials
- Sculptured transportation set, bus, car, train, airplane (hardwood, clear lacquered finish)
- Set of 20 step bells
- Sponges, egg beaters, popsickle sticks, small rolling pins
- Tom-tom
- Wrapping paper in large roll
- Soft wood scraps

Physical Education and Health

- Aluminum sand cans and sifters
- Balance beams or walking logs
- Balls - 6 inches to 10 inches(soft)
- Bean bags
- Climbing horses and poles
- Dressing frames
- Fireman's gym with sliding pole
- Floor mats
- Jumping ropes
- Jungle gym, ladders, slides, etc.
- Mallet with peg set
- Metal climber set
- Metal sand table and box
- Pedal toys
- Plastic fruits and vegetables - full sized - unbreakable vinyl
- Punching bag, which can be a bag filled with various soft materials
- Rocking board - plywood construction
- Rope ladder for climbing, swinging
- Satellite climber, with three curved, tubular, steel ladders
- Medium-large sewer pipes of four foot lengths, set in concrete base for crawling through
- Slide board

- Steel wagon with rubber tires - large
- Swings with canvas bucket seats
- Walking board - 8 to 12 feet long by 10 inches wide - heavy wooden benches
- Wheelbarrow, with rubber tires

FACILITIES AND EQUIPMENT

Classroom Space

A classroom with a toilet, storage, conference room, and work accommodations - with special treatment for best possible environment, including thermal, visual, acoustical and aesthetic conditions - is desirable.

Adequate space for good school living indoors varies in relation to many factors in each situation. Research in this area suggests that the minimum should be 1200 to 1500 square feet or approximately 60 square feet per child.

The classroom should have several areas for specific activities such as art and music, library, projection and quiet activity; play, crafts, block building, and making things; and space for observation, eating, and resting. Each activity area might accommodate six or seven children.

The kindergarten classroom should be on the ground floor with outdoor exits. There should be adequate window space (24 inches off floor) and ample artificial lighting.

Classroom Equipment

All equipment should be built or adjusted to fit the child who uses it. This is especially true of tables and chairs. Uniform furniture for each child is not recommended. Sturdy, comfortable, movable furniture is desirable. The stacking furniture is most desirable because it can be placed in an out-of-the-way position for large group indoor activity. The following suggested equipment is important in the school for five-year-olds:

- Storage space for each child's work at a height he can use; approximate size - 12"x10"x14"
- Coat spaces with rods for coat hangers at a height suitable for the child
- Large closet or cupboard space for storage of 24"x36" newsprint, charts, paints, and other materials
- Twelve to sixteen feet of bulletin board
- Low drinking fountain and large sink
- Cabinets low enough for work space
- Screens for making small enclosures, filing cases for music records, books, etc.
- Round table for browsing
- Open, low shelving for storing blocks and toys
- Carpeted area
- Pet cage
- Filing cabinets and other appropriate storage facilities
- Television receiver

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9 East 89th Street
New York, N. Y. 10028

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U. S. Department of Health, Education and Welfare
330 Independence Avenue, S. W.
Washington, D. C. 20201

Information Retrieval Center on the Disadvantaged
Yeshiva University
55 Fifth Avenue
New York, N. Y. 10003

National Association for the Education of Young Children
104 East 25th Street
Room 600
New York, N. Y. 10010

National Congress of Parents and Teachers
700 North Rush Street
Chicago, Illinois 60611

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8 West 40th Street
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